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ABSTRACT

These lesson plans for high school students were developed to accompany the documentary film by Ken Burns and Paul Barnes which tells the story of Elizabeth Cady Stanton and Susan B. Anthony and their lifelong fight for women's rights. In the lessons students write editorials about women's rights around the world today, interview senior citizens about how women's roles have changed in the 20th century, investigate women's legal rights over 200 years of U.S. history through primary documents, and explore the connections and conflicts between the suffrage and abolition movements in the United States in the 19th century. Each lesson plan suggests subject areas and an educational objective; lists materials needed; outlines procedural steps; suggests assessment and extension activities; and discusses National Standards. Includes a biography and extensive lists of books and Web sites. Provides organization addresses. (BT)

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NOT FOR OURSELVES ALONE

The Story of Elizabeth Cady Stanton and Susan B. Anthony

A FILM BY KEN BURNS AND PAUL BARNES
A General Motors Mark of Excellence Presentation

Lesson Plans for "Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony"

Public Broadcasting Service (PBS)
1320 Braddock Place
Alexandria, VA 22314-1698

http://www.pbs.org/stantonanthony/

1999

SO 031 721

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NOT FOR OURSELVES ALONE

The Story of Elizabeth Cady Stanton and Susan B. Anthony

A FILM BY KEN BURNS AND PAUL BARNES
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Pioneer Girls with their Chaperones

When Ken Burns and Paul Barnes considered subjects for their American Lives biography series, Elizabeth Cady Stanton and Susan B. Anthony were foremost in their minds, largely because Burns and Barnes feel there's an urgent need to educate Americans about Stanton and Anthony's work, which they consider a forgotten chapter in America's history.

Women's history is every American's history—incorporating it into your curriculum is easy with these lesson ideas for high school students. Write editorials about women's rights around the world today; interview senior citizens about how women's roles have changed in the 20th century; investigate women's legal rights over 200 years of American history through primary documents; and explore the connections and conflicts between the suffrage and abolition movements in 19th century America.

Classroom Activities

Women Today: An Editorial

Changes in the Role of Women: An Interview

Women's Rights and Reform in the 19th Century

Conflict, Consensus, and Conclusion

Biography

Suggested Books

Web Links

Organizations

"Women Today: An Editorial"

Suffrage Parade in New York City, 1912

Subject Areas
Language Arts, History, Civics, and Government

Objective
Students will use what they have learned from viewing parts of "Not For Ourselves Alone" and completing Internet research to write an editorial about a topic relating to the women's rights movement and the issues presently surrounding women's rights in America and around the world.

Materials
Students will need to view parts of "Not For Ourselves Alone." They will also need access to the Internet and a word processing program.

Procedure

1. Begin class by telling students they no longer have the right to speak in class. Tell them that instead of discussions, debates, asking questions, and working in groups, the teacher will now be the sole speaker. Advise students that it will be best for them to sit quietly, listen carefully, and let the teacher do all of the talking and decision making. Tell them that if they have an opinion about something, they will have to keep it to themselves. Wait for a short time and give students time to process this. The room should be quiet. Anyone who attempts to object should be ignored or silenced.

2. Next, tell students to take out a piece of paper and make a list of the feelings they have about this new rule. They may not talk or work together, but they must create the list. Give them about two minutes to do this.

3. Finally, explain to students that this is NOT a new rule, but it was used to get them in a mindset that would help them relate to the topic of the day. Ask students to share their list of feelings. Discuss why they had they feelings. When this is completed, tell them to imagine what it would be like to be treated this way. Then ask the class to make a list of groups who have been treated this way in the past or are currently treated this way. The key to making the list is that the students must agree that at the time the group was treated this way, it was considered socially acceptable by most people. Some groups who may appear on the list could include: slaves, Native Americans, children, Jews, and women.

4. Once the list is complete and discussed, tell students you will be focusing on women's fight for equal rights, in the past and today.

5. Present students with a brief history of the women's right movement. This can be found within the PBS site One Woman, One Vote at <http://www.pbs.org/onewoman/one_woman.html> or in chronological order at the following web sites: A History of the American Suffragist Movement at <http://www.suffragist.com/timeline.htm>, University of Maryland Women's Studies at http://www.inform.umd.edu:8080/EdRes/Topic/WomensStudies/ ReadingRoom/History/Vote/years-of-hope.html>

6. With the above information in mind, students should view the following parts of "Not For Ourselves Alone." While viewing, they should pay attention to and note various issues supported by the Women's Rights Movement. Some of these might include women's right to vote, receive an education, own property, testify in court, serve on juries, earn an income and spend it as they see fit, file for divorce, obtain child custody, receive equal pay for equal work, etc. Much of this information can be found in the following segments of the program. They are listed chronologically as they appear in the tapes. All time indicators are approximate.

Episode 1:

Revolution (11:40 "I was born..." to 16:40 "...was determined to change all that...)
Mental Hunger (39:00 "But in the spring..." to 47:10 "...convention adjourned...")
Caged Lion (54:20 "During the next several years..." to 59:10 "....great personal cost...")
Man's Sense of Justice (68:20 "Finally in 1860..." to 70:30 "....for decades.")

Episode 2:

Done It! (7:20 "On November 1, 1872... to 14:45 "...sympathy for women's suffrage everywhere...")
Wedded to an Idea (36:30 "...first International Women's
Conference was a success." to 41:00 "...but in the councils of the nation....")

7. Next, students can compare the rights of American women with those of other women throughout the world. The Where Are We Now section of the PBS website located at <http://www.pbs.org/stantonanthony/wherearewe/index.html> will be helpful. In addition, students might research women's rights on their own.

PBS Sites:

Six Billion and Beyond <http://www.pbs.org/sixbillion/>
Vis a Vis <http://www.pbs.org/visavis/>

Related Sites:

Amnesty International: Women's Human Rights <http://www.amnestyusa.org/women/>
Bora Laskin Law Library: Univ. of Toronto <http://www.law-lib.utoronto.ca/diana/>
United Nations <http://www.un.org/rights/dpi1772e.htm>
International Women's Health Coalition <http://www.iwhc.org/>

8. Review editorials, pointing out they are based on opinions. Include the fact that they are usually controversial. Finally, remind students that their arguments need to be supported by reasons, facts, details, and examples.

9. Once students have had an opportunity to see that women throughout the world do not enjoy many of the rights of American women, they can then move toward choosing a topic for their editorial. They may focus on what Americans can do to help women in foreign countries obtain basic rights, or they may focus on the rights that U.S. women are still fighting for today (i.e. women in combat, lack of education on the importance of women in history, equal opportunity in upper management positions like Fortune 500 companies, women in political office such as the U.S. Presidency, health care and money for research affecting women's health, etc.). After a topic is chosen, students should begin researching more about that particular idea in order to write an editorial that uses examples, facts, etc.

10. Once students have gathered adequate information about their subject, they should write their editorials. This should be done using a word processing program. In addition to correct editorial format, spelling, mechanics, and grammar and usage should also be correct.

11. Upon completion, the editorials could be printed as part of a special section in the classroom or school newspaper, sent to a local newspaper for publication, or sent to a local, state, or national women's organization. Many communities today have groups who sponsor writing contests with women's issues as topics. These would be an excellent way to share student editorials in a more public way.

Assessment Suggestions:

1. Create a scoring guide the covers the following areas: statement of opinion, support of opinion with reasons, facts, examples, and details that are historically accurate, choice of appropriate topic, correct use spelling, mechanics, grammar, and usage. Use this guide to evaluate written work.

2. Have students present their editorials for the class. Allow the class to use peer evaluation to point out strengths and weaknesses in the editorial and the arguments presented there. If large group is too time consuming, split students into 5-6 small groups and have them present and evaluate one another's editorials.

Extension Activities

1. Break students into 5 or 6 small groups. Each group should decide on a topic for their editorial. Half of the group could write on the "pro" side of this issue. The other half could write on the "con" side of the issue. Once both sides have finished their editorials, they could share them with the group. The teacher could then facilitate a classroom debate/discussion about the two different points of view. All students from the class could participate in this part of the activity. This would allow 5-6 different topics/ideas

to be debated.

2. Change the assignment a bit by having the students write a letter to the editor. It should be a letter that supports the work of Susan B. Anthony and Elizabeth Cady Stanton. It should be written from an historical perspective--that is, how men and women of the time would have felt. In this case, it will be important to support opinions with reasons, facts, details, and examples. Upon completion, students could share their work with the class or with small groups.

National Standards

Taken from Mid-continent Research for Education and Learning site at http://www.mcrel.org/standards-benchmarks/

Language Arts

- Demonstrates competence in the general skills and strategies of the writing process
- Demonstrates competence in the stylistic and rhetorical aspects of writing
- Uses grammatical and mechanical conventions in written compositions
- Gathers and uses information for research purposes

Thinking and Reasoning

- Understands and applies the basic principles of presenting an argument

United States History

- Understands the struggle for racial and gender equality and for the extension of civil liberties

Historical Understanding

- Understands the historical perspective

About the Author

Lisa Prososki is a technology and communications teacher at Northgate Middle School in the North Kansas City School District. She has been teaching for 12 years. Lisa was the North Kansas City School District's Teacher of the Year in 1995, and was named Technology and Learning magazine's Missouri Technology Teacher of the Year in 1996. She has conducted numerous workshops and been a presenter at many local, state, and national conferences. In her spare time she enjoys athletics, scrapbooking, and spending time with her husband and new baby, Jacob.

"Changes in the Role of Women"

an Interview

Hatmakers at a millinery shop , circa 1884

Subject Areas

Language Arts, History, Civics, and Government

Objective

Students will use what they have learned from "Not For Ourselves Alone" and conduct an interview with a woman who has experienced the changes allowed by recent history. After conducting the interview, students will then write a paper that chronicles the changes seen by the subject of the interview.

Materials

Students will need to view the following parts of "Not For Ourselves Alone":

Episode 1:

first eleven minutes until you see the title "Part 1: Revolution"

Episode 2:

last fifteen minutes of film called "Winter Wheat"

They will also need access to a word processing program.

Procedure

1. Ask students what they think the following quotation means. "Not for ourselves alone, but that we may teach others." (Taken from Episode 2, final segment of film.) Ask them to give examples to illustrate the meaning of the quote.

2. Introduce "Not For Ourselves Alone" by writing the names Susan B. Anthony and Elizabeth Cady Stanton on the board. Assess students' prior knowledge of the topic by asking the group to brainstorm a list of what they know about the two women. In some cases, the list may be very short.

3. Give students a brief introduction to Stanton and Anthony by viewing the portions of the video mentioned in the materials section. After viewing, discuss what students learned about the women and their involvement with suffrage.

4. Review the basic timeline of women's rights by visiting the PBS site One Woman, One Vote at <http://www.pbs.org/onewoman/one_ woman.html>.

Other helpful sites include:

A History of the American Suffragist Movement <http://www.suffragist.com/timeline.htm>
University of Maryland Women's Studies <http://www.inform.umd.edu:8080/EdRes/Topic/WomensStudies/ReadingRoom/History/Vote/years-of-hope.html>

5. Review the quote from the opening of the lesson and replay that portion of the video for students if necessary. Discuss how the quote from the film is illustrated in Stanton and Anthony's actions.

6. Have students brainstorm how women's rights have changed even since 1920. Make a list of ideas on the board. Be sure to include educational and career opportunities, role of women in politics, leadership, and the military, and changes in traditional roles of men and women. At this time it would benefit students to return to the PBS site and visit the Where Are We Now? section at <http://www.pbs.org/stantonanthony/wherearewe/index.html> There they can see interviews with women who lived through the changes in this century. Have students focus carefully on the interviews and the questions so they can get ideas for the types of questions they would like to ask when they conduct their own interviews. Discuss what makes a good interview question after viewing this part of the site.

7. Once this discussion is complete, have students conduct an interview with a person born after 1920 but before 1950. It could be a man or woman, although a woman's point of view might be more appropriate based upon the focus of the film. Before doing the interview, students should create a list of questions that would be interesting and related to the subject. Their experience with the Where Are We Now? section at <http://www.pbs.org/stantonanthony/ wherearewe/index.html> will be helpful with this. In addition, the interview could include questions like the following:

   - How have educational opportunities for women changed since you were young?
   - How have career opportunities of women changed since you were young?
   - What do you think is the most important change that the women's rights movement has contributed to since 1920?
   - How has the role of women in leadership positions changed since you were young?
   - Who do you think was the most influential woman of your time?
   - Do you think the women's rights movement has had any negative consequences? If so, what?

8. Once the interview is completed, the student should write a paper or feature story that describes how the role of women has changed since the subject of the interview was young. The paper could be an oral history, or it could be expository, simply stating the information as it would appear in an informational article or text. If a feature story is the chosen format, it should include a headline, byline, and follow the standard style for this type of writing. While the content of the article is of primary importance, students need to

be reminded to use correct spelling, mechanics, grammar and usage. In addition, students should be reminded of how to use quotes in their papers/articles since these may be effective tools to illustrate the subject's point of view.

9. Once articles are complete, students could share them by binding them into a book to be placed in local school and public libraries and local and state historical societies. Students may find the interviews with women politicians in the Where Are We Now? section of the PBS website located at <http://www.pbs.org/stantonanthony/wherearewe/index.html>

Assessment Suggestions

1. Create a scoring guide that will help to evaluate the interview questions and notes, the content of the article/story, correct spelling, mechanics, grammar, and usage, and the reference to the quote from "Not For Ourselves Alone".

2. Ask students to complete a self-evaluation of their work using a scoring guide and criteria similar to those mentioned above.

3. Ask students to give an oral presentation of what they learned from conducting the interview. They should not read the article or story to the group, but they should explain what they learned about Women's Rights and how they have changed after seeing the video and interviewing their subject. The explanation should be approximately two minutes long.

4. Ask the subject of the interview to read the story and make remarks about its accuracy and whether or not they believe the student correctly conveyed the information they shared in the interview. The teacher can then give the student a completion grade or a separate grade for the writing, but this will allow the student to get feedback from the subject while allowing the subject to actually see the work that was produced.

Extension Activities

1. Expand on the activity by having students obtain or take a photograph of the person they interviewed. The photo could then be mounted with a quote about how the Women's Rights Movement changed expectations during their lifetime. In addition, the student essay could be displayed with the photo. Then the subjects of the interviews could come to see the final projects and participate in a dialogue with students about the changes they have experienced.

2. Have students choose the public figure they think has done the most for the rights of women in the 1980s to the present. Students should then write a paper or article about this woman, her contributions to the Women's Rights Movement, and why they believe she is deserving of this distinction. To assist students with the selection of an appropriate subject, a group brainstorming session could be used. Some names that would probably

be included on the list are: Madeline Albright, Geraldine Ferraro, Janet Reno, Hillary Clinton, Christa McCauliff, Sandra Day O'Connor, etc. Work could be shared with the class or small groups when completed.

National Standards

Taken from Mid-Continent Research for Education and Learning at <http://www.mcrel.org/standards-benchmarks/>

Language Arts

- Demonstrates competence in the general skills and strategies of the writing process
- Demonstrates competence in the stylistic and rhetorical aspects of writing
- Uses grammatical and mechanical conventions in written compositions
- Demonstrates competence in speaking and listening as tools for learning

United States History

- Understands the struggle for racial and gender equality and for the extension of civil liberties

Historical Understanding

- Understands the historical perspective

About the Author

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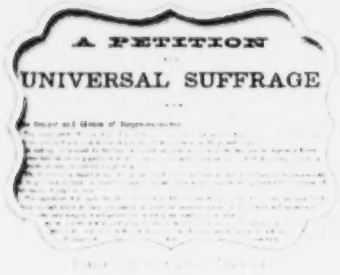
"Women's Rights and Reform"

in the 19th Century



Subject Areas

History, Government, Civics, Women's Studies

Learning Objectives

Students will have the opportunity to:

- Read and evaluate primary source documents
- Trace the development of women's rights in the United States
- Interpret what laws and court cases meant for women
- Identify other rights beside suffrage that were important to Stanton, Anthony, and other reformers

Materials

1. A copy of "Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony";

2. Copies of the following primary source documents:

   Blackstone Commentaries on English Law
   <http://mypage.one.net/~stephenc/blacc.html>

   Massachusetts Bay Colony married woman's legal position (attached)

   The Declaration of Independence
   <http://www.nara.gov/exhall/charters/declaration/decmain.html>

   Seneca Falls Declaration of Sentiments and Resolutions
   <http://www.rochester.edu/SBA/declare.html>

   Married Women's Property Acts, New York State, 1848, 1860 (attached)

   Minor v. Happersett, 1875. Read the court opinion below.
   http://henry.huntington.org/vfw/imp/happer.html

   Nineteenth Amendment to the Constitution (attached)

3. Computers with Internet Access

Procedure

1. Have the students read the first two documents listed above, and discuss what they mean. Divide the class into two groups; have one group make a list of the rights that women had, and have the other make a list of what rights they did not have. As a class, discuss the following:
   - Why did husbands have so many rights over their wives? What did this mean for the women?
   - Why would the American colonies be using British laws? How was the situation for women in the colonial era different than today?

2. Why did women get involved in reform in the early 1800s? Have students look at the Binghamton web site that studies this topic. Students should also read the articles on Cult of True Womanhood, Quakers, Temperance, and Abolition found in the Resources section of this web site. Together, brainstorm a list of reponses to these questions: What conditions supported the reform movements in the 1800s, and how did the other ninteenth century reform movements affect the suffrage movement? How did the "Cult of True Womanhood" affect women, particularly women reformers? As a class, create a concept web illustrating the connections and conditions tied to various reform movements in the 19th century.

3. Discuss how women in particular were drawn into reform. Watch the segments of the video surrounding the reform movement. ("A New Revelation" 23:00-26:40, "A Reformer" 26:40-31:40) Why did people like Elizabeth Cady Stanton get involved in the abolition movement? Why did Stanton shift her interest from abolition to women's rights? Why was temperance such a popular reform movement in the 1800s? Why was Anthony drawn to temperance at first? Why did she shift her attention from temperance to women's rights? Discuss the responses as a class. Describe the modern movements that mirror these reform movements, such as the fight against drug abuse or the push for human rights around the world.

4. Watch the segments of the video surrounding the Seneca Falls Convention, ("Mental Hunger" 31:40-36:34, and "Seneca Falls, New York, July 19-20, 1848" 36:34-48:29) Have students read the Seneca Falls Declaration of Sentiments and Rights. How does the Declaration of Sentiments compare to the Declaration of Independence?

5. Watch the segments of the video surrounding the Married Women's Property Act, ("Man's Sense of Justice" 1:10.29-1:20.47) Minor v. Happersett, and the final passage of the 19th Amendment ("Winter Wheat" 1:13.28-1:30). Read the corresponding documents. How do these documents show changes in the rights of women? What limitations were still placed on women? Why would the Supreme Court rule against women having the right to vote? What did the 19th Amendment mean for women?

Assessment Recommendations

Evaluate the students on the following aspects of performance:

1. The student read and interpreted all of the documents.

2. The student participated in the classroom discussion.

3. The student cooperated with others while using the Internet.

4. The student wrote a thoughtful journal entry that discussed the need for women's rights in the 19th century and the role that Stanton and Anthony played.

Extensions/Adaptations

1. Have students research the history of the women's rights movement in America and discuss the role that other suffragists played. For example, Lucretia Mott, Anna Howard Shaw, Carrie Chapman Catt or others could be studied.

2. Have the students make a timeline of the important events that have been part of the struggle for women's rights since 1920.

Documents

Blackstone Commentaries on English Law:

"In marriage husband and wife are one person, and that person is the husband..."
[Source: William Blackstone--Blackstone Commentaries on English Law, 1765]

Massachusetts Bay Colony Women's Legal Position:

"The Courts of Plymouth Colony and Massachusetts Bay Colony generally followed English common law. This was a body of law developed from customs and traditions. Common law said that as long as a woman was single or widowed she had the same legal position as a man. Once she married, however, her position changed. A married woman's legal position was as follows:

1. Property and possessions she owned before marriage became her husband's and property she inherited after her marriage passed directly to her husband.
2. Wages she earned were his.
3. In the event of a divorce, he had custody of their children.
4. She could not sign a business contract.
5. She could not sue anyone.
6. She could not be sued by anyone.
7. Her husband had to pay all her debts.
8. On the other hand, if she committed a crime, she was punished for it.

[Source: An Economic Necessity: Women in Colonial America, Developed by Women in American Culture, Title IV, ESEA, Northfield, Minnesota]

Married Women's Property Acts, New York

1848: The real and personal property of any female [now married and] who may hereafter marry, and which she shall own at the time of marriage, and the rests issues and profits thereof shall not be subject to the disposal of her husband, nor be liable for his debts, and shall continue her sole and separate property, as if she were a single female...

It shall be lawful for any married female to receive, by gift, grant, devise or bequest, from any person other than her husband and held to her sole and separate use, as if she were a single female, real and personal property, and the rents, issues, and profits thereof, and the same shall not be subject to the disposal of her husband, nor be liable for his debts...

1860: [The provisions of the law of 1848 were retained, and others were added:] A married woman may bargain, sell, assign, and transfer her separate personal property, and carry on any trade or business, and perform any labor or services on her sole and separate account, and the earnings of any married woman from her trade...shall be her sole and separate property, and may be used or invested by her in her own name...

Any married woman may, while married, sue and be sued in all matters having relation to her...sole and separate property...in the same manner as if she were sold. And any married woman may bring and maintain an action in her own name, for damages, against any person or body corporate, for any injury to her person or character, the same as if she were sole; and the money received upon the settlement...shall be her sole and separate property.

No bargain or contract made by any married woman, in respect to her sole and separate property...shall be binding upon her husband, or render him or his property in any way liable therefore.

Every married woman is hereby constituted and declared to be the joint guardian or her children, with her husband, with equal powers, rights, and duties in regard to them, with the husband...

[Source: Linda K. Kerber and Jane Sherron De Hart, Editors, Women's America: Refocusing the Past. New York: Oxford University Press, 1995]

Minor v. Happersett

MR. CHIEF JUSTICE MORRISON R. WAITE DELIVERED THE OPINION OF THE COURT:

The question is presented in this case, whether, since the adoption of the fourteenth amendment, a woman, who is a citizen of the United States and of the State of Missouri, is a voter in that State, notwithstanding the provision of the constitution and laws of the State, which confine the right of suffrage to men alone...The argument is, that as a woman, born or naturalized in the United States and subject to the jurisdiction thereof, is a citizen of the United States and of the State in which she resides, she has the right of suffrage as one of the privileges and immunities of her citizenship, which the State cannot by its laws or constitution abridge.

There is no doubt that women may be citizens. They are persons, and by the fourteenth amendment, "all persons born or naturalized in the United States and subject to the jurisdiction thereof" are expressly declared to be "citizens of the United States and of the State wherein they reside." But, in our opinion, it did not need this amendment to give them that position...sex has never been made one of the elements of citizenship in the United States. In this respect men have never had an advantage over women. The same laws precisely apply to both. The fourteenth amendment did not affect the citizenship of women any more than it did of men...Mrs. Minor...has always been a citizen from he birth, and entitled to all the privileges and immunities of citizenship.

If the right of suffrage is one of the necessary privileges of a citizen of the United States, then the constitution and laws of Missouri confining it to men are in violation of the Constitution of the United States, as amended, and consequently void. The direct question is, therefore, presented whether all citizens are necessarily voters.

The Constitution does not define the privileges and immunities of citizens. For that definition we must look elsewhere. In this case we need not determine what they are, but only whether suffrage is necessarily one of them.

It certainly is nowhere made so in express terms. The United States has no voters in the States of its own creation. The elective officers of the United States are all elected directly or indirectly by state voters. . . it cannot for a moment be doubted that if it had been intended to make all citizens of the United States voters, the framers of the Constitution would not have left it to implication...

It is true that the United States guarantees to every State a republican form of government...No particular government is designated as republican, neither is the exact form to be guaranteed, in any manner especially designated... When the Constitution was adopted...all the citizens of the States were not invested with the right of suffrage. In all, save perhaps New Jersey, this right was only bestowed upon men and not upon all of them...Under these circumstances it is certainly now too late to contend that a government is not republican, within the meaning of this guaranty in the Constitution, because women are not made voters...If suffrage was intended to be included within its obligations, language better adapted to express that intent would most certainly have been employed...

...For nearly ninety years the people have acted upon the idea that the Constitution, when it conferred citizenship, did not necessarily confer the right of suffrage. If uniform practice long constituted can settle the construction of so important an instrument as the Constitution of the United States confessedly is, most certainly it has been done here. Our province is to decide what

the law is, not to decide what it should be.

We have given this case careful consideration its importance demands. If the law is wrong, it ought to be changed; but the power for that is not with us...No argument as to woman's need of suffrage can be considered. We can only act upon her rights as they exist. . .

[Source: Linda K. Kerber and Jane Sherron De Hart, Editors, Women's America: Refocusing the Past. New York: Oxford University Press, 1995]

Nineteenth Amendment, 1920

Section 1: The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Section 2: The Congress shall have power to enforce this article by appropriate legislation.

National History Standards

Taken from Mid-continent Research for Education and Learning at <http://www.mcrel.org/standards-benchmarks/>

- Reconstruct the literal meaning of a historical passage.
- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Differentiate between historical facts and historical interpretations.
- Consider multiple perspectives.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Identify issues and problems in the past.
- Evaluate the implementation of a decision

About the Author

Judith Krouse teaches Women in American History, Advanced Placement United States History, and United States History at Germantown Academy. In addition to her teaching duties, she's the Head Coach for Girls' Cross Country and Assistant Coach for Girls Track. She also does part time college counseling, serve on the GAIN team (GA Intervention Network), is Director of Senior Projects and is co-advisor for GLASS (Gay, Lesbian and Straight Students). She's participated in three National Endowment for the Humanities Summer Seminars for Secondary Teachers, most recently one called "Feminist Classics in American History" with Dr. Elisabeth Perry at Sarah Lawrence College.

"Conflict, Consensus, and Conclusion"

Promoting the NWSA, 1913

Subject Areas
History

Learning Objectives
Students will have the opportunity to:

- Read and evaluate primary source documents
- Debate the key issues surrounding women's rights and the rights of African Americans during and after the Civil War
- Analyze the split in the women's rights movement and explain what impact this had on the movement and the desire for suffrage
- Brainstorm and discuss what it takes to make change and what makes up an effective civil rights movement

Materials

A Copy of "Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony"

Copies of primary source documents:

Thirteenth Amendment to the Constitution
<http://caselaw.findlaw.com/data/Constitution/amendment13/index.html>

Fourteenth Amendment to the Constitution
<http://caselaw.findlaw.com/data/Constitution/amendment14/index.html>

Fifteenth Amendment to the Constitution
<http://caselaw.findlaw.com/data/Constitution/amendment15/index.html>

Computers with Internet Access

Procedure
Introductory discussion: Ask students to write about or discuss a recent difference of opinion they had with a family member, other adult, or friend. Was compromise possible? What factors make it hard to compromise during disagreements?

1. View the video ("Women's Souls" 59:06-1:10.29 and "The Negro's Hour" 1:20.47-1:30) and read the14th and 15th amendments. Discuss the fact that the passage of the 14th

Amendment split public opinion about the necessity of women's rights versus rights for the newly freed slaves.

2. After discussing the Reconstruction amendments, the students will develop a debate between Susan B. Anthony and Elizabeth Cady Stanton versus Frederick Douglass and Lucy Stone. The debate could include argument over the concept of "The Negro's Hour" and whether the woman suffrage movement had been betrayed by the passage of the 14th Amendment.

3. The students will study how the women's movement broke into two groups, the National Woman Suffrage Association (NWSA) and the American Woman Suffrage Association (AWSA). Access to a web site with information about the National American Woman Suffrage Association can help to study this group. Begin with the Library of Congress's American Memory Project at http://lcweb2.loc.gov/ammem/rbnawsahtml.

    - Analyze what each group stood for and their goals and leaders.
    - Discuss the significance of the split (established earlier during the debate) of opinion between Stanton & Anthony and Stone & Douglass.
    - Explain the differences in goals and strategies between the NWSA and the AWSA.
    - Study the reunification of the movement through the formation of NAWSA and explain how NAWSA was eventually successful in achieving suffrage.

4. Compare the split in the women's suffrage movement to the splits in leadership of other civil rights campaigns. How does the situation in the women's rights movement compare to the disagreements that developed within the Student Nonviolent Coordinating Committee (SNCC) in the 1960s? Within the ranks of feminists trying to pass the Equal Rights Amendment in the 1970s? Have students discuss or write about the similarities and differences.

Assessment Recommendations

Evaluate students on the following aspects of performance:

1. The student participated in the classroom discussion.

2. The student cooperated with others while using the Internet

3. The student read all of the appropriate documents.

4. The student is able to consider both sides in a debate and come to a conclusion about the solution to a problem.

Extensions/Adaptations

1. Research what happened to groups like NAWSA, and the movement for women's rights, after the ratification of the 19th Amendment in 1920.

2. Research the "next step" for women after suffrage was achieved, in the proposed Equal Rights Amendment of the 1920s and 1970s.

National History Standards

Taken from Mid-continent Research for Education and Learning at <http://www.mcrel.org/standards-benchmarks/>

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Consider multiple perspectives.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Identify issues and problems in the past.
- Evaluate alternative courses of action
- Formulate a position or course of action on an issue.
- Evaluate the implementation of a decision.

About the Author

Judith Krouse teaches Women in American History, Advanced Placement United States History, and United States History at Germantown Academy. In addition to her teaching duties, she's the Head Coach for Girls' Cross Country and Assistant Coach for Girls Track. She also does part time college counseling, serve on the GAIN team (GA Intervention Network), is Director of Senior Projects and is co-advisor for GLASS (Gay, Lesbian and Straight Students). She's participated in three National Endowment for the Humanities Summer Seminars for Secondary Teachers, most recently one called "Feminist Classics in American History" with Dr. Elisabeth Perry at Sarah Lawrence College.

Biography

Judith E. Harper

Susan B. Anthony and Elizabeth Cady Stanton

In 1851, Susan B. Anthony and Elizabeth Cady Stanton embarked on a collaboration that evolved into one of the most productive working partnerships in U.S. history. As uncompromising women's rights leaders, they revolutionized the political and social condition of women in American society. Stanton was the leading voice and philosopher of the women's rights and suffrage movements while Anthony was the powerhouse who commandeered the legions of women who struggled to win the ballot for American women.

Born on November 12, 1815, in Johnstown, New York, Elizabeth Cady grew up amidst wealth and privilege, the daughter of Daniel Cady, a prominent judge, and Margaret Livingston. In 1826, the death of her brother Eleazar drove her to excel in every area her brother had in an attempt to compensate her father for his loss. She attended the progressive Troy Female Seminary, where she received the best education available for a young woman of the early 1830s.

After her graduation in 1833, she became immersed in the world of reform at the home of her cousin Gerrit Smith. There she fell in love with the abolitionist Henry Brewster Stanton. Following their marriage in 1840, she met the woman who would become her most important mentor in her development as a feminist, the abolitionist Lucretia Mott.

When the Stantons moved from Boston to the village of Seneca Falls, New York, in 1847, Elizabeth suffered from the lack of an intellectual community. From this despair emerged her resolution to transform women's place in society. With Mott and three other women, Elizabeth spearheaded the first women's rights convention in Seneca Falls in July 1848. At this gathering, she presented their Declaration of Rights and Sentiments, a document she composed. The Declaration and its 11 resolutions demanded social and political equality for all women, including its most controversial claim, the right to vote.

The second of Daniel and Lucy Read Anthony's eight children, Susan B. Anthony was born on February 15, 1820, in Adams, Massachusetts. Daniel, a respected Quaker, mill and factory owner, and reformer, made sure that his daughters as well as his sons received excellent educations. As a Quaker, Susan grew up in a culture that permitted women to freely express themselves. Following her education, she worked as a teacher.

In 1848, after ten years of teaching, Anthony began her reform career as a temperance activist. She joined the Daughters of Temperance in 1848, left teaching in 1849, and soon became a recognized temperance leader in New York state. Through temperance, she encouraged women

to seek legal solutions to protect their families from the poverty and violence caused by their husbands' alcohol abuse.

Susan B. Anthony & Elizabeth Cady Stanton

During the early 1850s, Anthony also longed for involvement in the abolitionist and women's rights movements. In the months following her first meeting with Stanton in March 1851, the two women not only developed a deep friendship but also helped each other prepare themselves to change women's lives. Anthony thrived under Stanton's tutelage—soaking up her knowledge of politics, the law, philosophy, and rhetoric. Stanton, confined to her home by motherhood (she gave birth to her seventh and last child in 1859), was stimulated by Anthony's thoughtful critiques of her ideas. Anthony became the propulsive force behind all their activism. She did not permit Stanton to be idle, always pushing her to write one more speech, one more manifesto.

Frustrated by obstacles that arose during their first project—their leadership of the Woman's State Temperance Society in 1854—Anthony and Stanton began their women's rights campaign to expand New York's Married Women's Property Law of 1848.

As would become customary, Anthony, who was unmarried and free of family demands, organized and ran the campaign. She traveled statewide, speaking throughout 54 New York counties. Stanton did the legal research, drafted the literature Anthony distributed, and wrote the speeches for them both. Finally, in 1860, following Stanton's eloquent speech before the New York state legislature, the Married Women's Property Law of 1860 became law. Married women gained the right to own property, engage in business, manage their wages and other income, sue and be sued, and be joint guardian of their children.

In 1856, the American Anti-Slavery Society hired Anthony to be its general agent in the state of New York. Until 1861, she and her troupe of antislavery orators (including Stanton) crisscrossed the state, confronting hostile mobs wherever they spoke. During the Civil War, Anthony and Stanton formed the Women's Loyal National League, the first national women's political organization. Through the WLNL, 5,000 women gathered 400,000 signatures to persuade Congress to pass the 13th Amendment guaranteeing the freedom of African Americans.

In 1866, Stanton and Anthony helped establish the American Equal Rights Association, dedicated to securing the ballot for African-American men and all women. Though the two suffragists believed that woman suffrage could be enacted through the 14th, and later, the 15th Amendments, many of their abolitionist colleagues rejected the plan—arguing that votes for African-American men must take precedence.

Feeling abandoned and betrayed, in May 1869, Anthony and Stanton formed the National Woman Suffrage Association, a woman-led organization devoted to obtaining a federal woman suffrage amendment. In retaliation, their estranged abolitionist colleagues formed the more

conservative American Woman Suffrage Association in November 1869, a move which solidified the painful rupture in the woman suffrage movement.

Elizabeth Cady Stanton and. Susan B. Anthony

During these dark days, from 1868-1870 Anthony and Stanton published the radical women's rights newspaper The Revolution. Stanton was the principal writer and editor, Anthony the publisher and business manager. Although the paper was a financial failure, it provided a much-needed forum for Stanton and Anthony to broadcast their views to their allies and the public.

During the early 1870s, Anthony and Stanton pursued a strategy that they believed would enfranchise women. The "New Departure" was founded on the premise that the 14th and 15th Amendments guaranteed all citizens the right to vote regardless of gender. Anthony and at least 150 other women tested its constitutionality by casting ballots in the 1872 presidential election. Several weeks later, Anthony was arrested. She was indicted by a grand jury in January 1873 and in June went on trial in Canandaigua, New York. The judge ordered the all-male jury to render a guilty verdict. In her comments to the court, Anthony exposed the trial for the travesty it was.

Anthony and Stanton abandoned the New Departure in 1875 when the Supreme Court delivered the Minor v. Happersett verdict. Anthony then focused NWSA suffragists on the campaign for a woman suffrage amendment. In 1878, Stanton wrote and submitted NWSA's proposed amendment to the U.S. Senate. For the next 40 years, it would be brought before each session of Congress.

Throughout most of the 1870s, Stanton freed herself from her domestic cares and her troubled relationship with her husband to become a traveling lecturer, an occupation which allowed her to publicize her views on women's rights. Although her frequent travel made it impossible for her to be involved in the day-to-day work of NWSA, she still presided at conventions, inspired suffragists, and continued to be the ideologue of the suffrage movement. Unlike Anthony, Stanton was not only a suffragist. She was concerned with revolutionizing women's lives on many fronts—through marriage and divorce reform, dress reform, expanded educational opportunities for women, and her protests against organized religion's oppression of women.

During the 1870s and 1880s, it was Anthony who sustained NWSA. She was convinced that her primary task was to educate society—legislators, the male electorate, and all women—to an understanding of the crucial importance of the ballot. She educated the public through her cross-country lecture tours, her relationship with the press, her lobbying of legislators, speeches in Congress, state suffrage campaigns, and her guidance of suffragists nationwide. For Anthony, these years were also marked by personal grief and loss. Always devoted to her family, she and her sister Mary Anthony nursed two of their sisters and their mother through the final weeks of their fatal illnesses.

During the early-mid 1880s, Stanton and Anthony once again worked in concert to produce the first three volumes of the History of Woman Suffrage, the story of the movement they created. In 1882 and again in 1886, Stanton traveled to England and Europe to visit two of her children and to investigate the possibility of an international suffrage movement. When Anthony joined her in 1883, they agreed to organize an international conference of women in 1888 to celebrate the 40th anniversary of the Seneca Falls Convention. The International Council of Women proved to be the largest women's convention of its time. It stimulated cooperation among U.S. and foreign women reformers, though to Anthony's disappointment, it did not advance the suffrage cause.

In 1890, Anthony and NWSA leaders merged their organization with the rival American Woman Suffrage Association to form the National American Woman Suffrage Association. Anthony knew that the ballot would never be achieved as long as the movement's forces were divided. To further bolster the suffrage ranks, Anthony also pursued an alliance with Frances Willard and the Woman's Christian Temperance Union, despite Stanton's misgivings about NAWSA's increasing conservatism.

At the 1892 NAWSA convention, Stanton retired as president and delivered her "Solitude of Self" speech, the fullest expression of her feminist philosophy. In the 1890s, until Anthony retired as president in 1900, NAWSA concentrated on waging state suffrage campaigns, attempting to win the vote state-by-state. Concerned about NAWSA's future leadership, Anthony spent enormous energy cultivating the most capable of its young women leaders. The most promising of these candidates were Carrie Chapman Catt and Anna Howard Shaw, both of whom eventually served as NAWSA presidents. In 1891, Anthony made a home with her sister Mary at the family household in Rochester, New York. She hoped that Stanton would come live with them, but her old friend declined, deciding to live with two of her children in New York City. In the 1890s, Stanton was writing to her heart's content—submitting articles and essays to leading national newspapers and magazines. Her celebrity was at its peak.

In 1895, Stanton published the first volume of the Woman's Bible, the culmination of her life-long interest in correcting biblical passages that are demeaning to women. It became an immediate bestseller and aroused widespread controversy. Within NAWSA, it ignited a firestorm. Despite Anthony's protests, the conservative leadership rejected Stanton's book and voted to censure her.

Two weeks before her 87th birthday, Stanton died of heart failure on October 26, 1902. Anthony was inconsolable. "I am too crushed to speak," she told a reporter. Anthony's health was failing, too. In 1900, at age 80, she had suffered a stroke. Though her doctor had warned her to take better care of herself, she decided it would be better to "die in the harness" than to abandon her work. She was no longer president of NAWSA but still supervised most of its management.

In February 1906, the 86-year-old Anthony, ill and weary, delivered her final speech at the annual NAWSA convention in Baltimore. She reminded NAWSA suffragists that the day of women's enfranchisement was at hand—that "Failure is Impossible." Weeks later, Anthony succumbed to double pneumonia and heart failure. She died on March 13th. Fourteen more years of ceaseless agitation would be necessary before the 19th Amendment enfranchised women on August 26, 1920.

About the Author:

Judith E. Harper, author of Susan B. Anthony: A Biographical Companion (ABC-CLIO, 1998). A graduate of Wellesley College and Boston University, Judith E. Harper specializes in the history of nineteenth-century American women. She is the author of Susan B. Anthony: A Biographical Companion (ABC-CLIO, 1998). She is currently writing The Encyclopedia of Women During the American Civil War. She lives in the Boston area.

Suggested Books

Official Program of the Woman Suffrage Procession

Barry, Kathleen. ***Susan B. Anthony: A Biography of a Singular Feminist.*** New York University Press, 1988.

DuBois, Ellen Carol. ***Feminism and Suffrage: The Emergence of an Independent Women's Movement in America, 1849-1869.*** Cornell University Press, 1978.

DuBois, Ellen Carol. ***Woman Suffrage and Women's Rights***. New York University Press, 1998.

Gordon, Ann D. ***The Selected Papers of Elizabeth Cady Stanton & Susan B. Anthony.*** Rutgers University Press, 1997.

Gordon, Ann D. and Bettye Collier-Thomas, eds. ***African American Women and the Vote***. The University of Massachusetts Press, 1997.

Griffith, Elizabeth. ***In Her Own Right, The Life of Elizabeth Cady Stanton***. Oxford University Press, 1985.

Harper, Ida. The Life and Work of Susan B. Anthony. Bowen-Merrill, 1908.

Harper, Judith E. ***Susan B. Anthony: A Biographical Companion***. ABC-Clio, 1998.

Sherr, Lynn. ***Failure is Impossible: Susan B. Anthony in Her Own Words***. Random House, 1995.

Stanton, Elizabeth Cady, ***Susan B. Anthony, and Matilda Joslyn Gage. History of Woman Suffrage.*** Arno Press, Inc., 1969.

Still haven't found what you need? A more detailed reading list is also available.

Full Listing

Anthony, Katherine. ***Susan B. Anthony: Her Personal History and Her Era.*** Doubleday, 1954.

Banner, Lois. ***Elizabeth Cady Stanton: A Radical for Woman's Rights***. Little Brown, 1980.

Barry, Kathleen. ***Susan B. Anthony: A Biography of a Singular Feminist***. New York University Press, 1988.

Bordin, Ruth. ***Frances Willard: A Biography***. University of North Carolina Press, 1983.

Cazden, Elizabeth. ***Antoinette Brown Blackwell: A Biography.*** The Feminist Press, 1983.

Cott, Nancy. ***Bonds of Womanhood***. Yale University Press, 1977.

Cullen-DuPont, Kathryn. ***Elizabeth Cady Stanton and Woman's Liberty***. Facts on File, 1992.

Davis, Angela. ***Women, Race, and Class***. Random House, 1982.

Dorr, Rheta Childe. Susan B. Anthony: ***The Woman Who Changed The Mind of a Nation***. Stokes, 1928.

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DuBois, Ellen Carol. ***Harriot Stanton Blatch and the Winning of Woman Suffrage***. Yale University Press, 1997.

DuBois, Ellen Carol, ed. ***The Elizabeth Cady Stanton-Susan B. Anthony Reader***. Northeastern University Press, 1992.

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Edwards, G. Thomas. ***Sowing Good Seeds: The Northwest Suffrage Campaigns of Susan B. Anthony***. Oregon Historical Society, 1990.

Flexner, Eleanor. ***Century of Struggle***. Atheneum, 1968.

Frost, Elizabeth, and Kathryn DuPont. ***Women's Suffrage in America: An Eyewitness History.*** Facts on File, 1992.

Giddings, Paula. ***When and Where I Enter: The Impact of Black Women on Race and Sex in America.*** William Morrow, 1984.

Goldsmith, Barbara. ***Other Powers: The Age of Suffrage, Spiritualism, and the Scandalous Victoria Woodhull.*** Alfred A. Knopf, 1998.

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Gordon, Ann D. and Bettye Collier-Thomas, eds. ***African American Women and the Vote***. The University of Massachusetts Press, 1997.

Griffith, Elizabeth. In Her Own Right, The Life of Elizabeth Cady Stanton. Oxford University Press, 1985.

Gurko, Miriam. ***The Ladies of Seneca Falls: The Birth of the Woman's Rights Movement***. Macmillan, 1974.

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Kerr, Andrea Moore. ***Lucy Stone: Speaking Out for Equality***. Rutgers University Press, 1992.

Lutz, Alma. ***Created Equal: A Biography of Elizabeth Cady Stanton***. Day, 1940.

Lutz, Alma. ***Susan B. Anthony: Rebel, Crusader, Humanitarian***. Beacon Press, 1959.

Marilley, Suzanne M. ***Woman Suffrage and the Origins of Liberal Feminism in the United States 1820-1920.*** Harvard University Press, 1996.

Marshall, Susan E. ***Splintered Sisterhood: Gender and Class Against Woman Suffrage***. University of Wisconsin Press, 1997.

O'Neill, William. ***Feminism in American History***. Transaction Publishers, 1994.

Rossi, Alice, ed. ***The Feminist Papers: From Adams to Beauvoir***. Columbia University Press, 1973.

Scott, Ann Firor, and Andrew McKay Scott. ***One Half the People: The Fight for Women's Rights***. University of Illinois Press, 1975.

Shaw, Anna Howard. ***Anna Howard Shaw: The Story of a Pioneer***. Pilgrim Press, 1994.

Sherr, Lynn. ***Failure is Impossible: Susan B. Anthony in Her Own Words***. Times Books, 1995.

Stanton, Elizabeth Cady. ***Eighty Years and More: Reminiscences 1815-1897.*** Northeastern University Press, 1993.

Stanton, Elizabeth Cady, and the Revising Committee. ***The Woman's Bible.*** Ayer Press, 1974.

Stanton, Elizabeth Cady, Susan B. Anthony, and Matilda Joslyn Gage. ***History of Woman Suffrage***. Fowler & Wells, 1884.

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Terborg-Penn, Rosalyn. ***African Women in the Struggle for the Vote, 1850-1920.*** Indiana University Press, 1998.

Wheeler, Leslie, ed. ***Loving Warriors: Selected Letters of Lucy Stone and Henry B. Blackwell***. Dial Press, 1981.

Wheeler, Marjorie Spruill, ed. ***One Woman, One Vote: Rediscovering the Woman Suffrage Movement***. Newsage Press, 1995.

Web Links

Elizabeth Cady Stanton and Susan B. Anthony

Elizabeth Cady Stanton and Susan B. Anthony

The Elizabeth Cady Stanton & Susan B. Anthony Papers Project Online
http://ecssba.rutgers.edu/

The mission of this Rutgers University project is to find and copy all of the Stanton and Anthony papers that still survive—currently housed at more than 200 different librarie—and make those primary sources available and useful for research.The site includes selected documents, quotes, biographies, and bibliographies for kids and adults.

Library of Congress Treasures: Susan B. Anthony, Defendant
http://lcweb.loc.gov/exhibits/treasures/trr005.html

Susan B. Anthony (1820-1906), the noted woman suffrage crusader, was arrested and indicted onThanksgiving Day, 1872 for having "knowingly voted without having a lawful right to vote." Read the trial information and Anthony's defense at this site.

Susan B. Anthony House
http://www.susanbanthonyhouse.org/

The online companion to the National Historic Landmark includes an online tour of Anthony's house, a biography, a timeline, and information about how you can help preserve and restore this monument.

University of South Carolina Model Editions Partnership: Elizabeth Cady Stanton/ Susan B. Anthony Papers
http://mep.cla.sc.edu/sa/sa-table.html

The documents in this mini-edition focus on the first decade of Susan B. Anthony and Elizabeth Cady Stanton's collaboration, from 1852 until 1861, when they honed their skills as reformers in New York State.

Art in the U.S. Capitol: Portrait Monument to Lucretia Mott, Elizabeth Cady Stanton, and Susan B. Anthony
http://www.aoc.gov/art/suffrage.htm

The office of the Architect of the U.S. Capitol has a page devoted to the monument of Susan B. Anthony, Elizabeth Cady Stanton and Lucretia Mott, with information about commissioning and unveiling the momenument, as well as a photograph of the marble monument honoring these leaders.

Sally Roesch Wagner
http://www.nyhistory.com/sallyroeschwagner/

Find out more about Sally Roesch Wagner—the pioneer, author, lecturer and actress—visit her Web site. The site includes her performance schedule, brief reviews of the books she has authored, an introduction to Wagner's portrayal of Elizabeth Cady Stanton, and information about Stanton's life.

Women's Suffrage

Library of Congress American Memory: Selections from the National American Woman Suffrage Association
http://memory.loc.gov/ammem/naw/nawshome.html

This rich site contains a NAWSA timeline, a bibliography, and scores of online texts including lectures, letters, essays and more.

Library of Congress American Memory: By Popular Demand—"Votes for Women" Suffrage Pictures, 1850-1920
http://memory.loc.gov/ammem/vfwhtml/vfwhome.html

This collection of 38 images includes portraits, cartoons, and photographs related to the struggle for suffrage in America, including a not-to-be-missed parody of the Apotheosis of George Washington.

Library of Congress American Memory: Words and Deeds in American History: Selected Documents Celebrating the Manuscript Division's First 100 Years: Draft of Elizabeth Cady Stanton's The Woman's Bible, ca. 1895.
http://lcweb2.loc.gov/ammem/mcchtml/corhome.html

In 1895, much to the consternation of her long-time colleague Susan B. Anthony and other suffragists, Elizabeth Cady Stanton (1815-1902) published a controversial feminist

reinterpretation of the Bible. Stanton had long objected to conservative religious teachings on slavery, marriage, divorce, and women's status, and she was determined to promote a more liberating theology that stressed women's self-development rather than their subordination. Approximately 150 pages of Stanton's draft manuscript survive and are reproduced as part of a Library of Congress American Memory site celebrating the holdings of the Manuscript Division. The site contains a detailed description of The Woman's Bible with a thumbnail image that links to the draft manuscript.

Women's Rights National Historical Park
www.nps.gov/wori/wrnhp.htm

The Women's Rights National Historical Park is supported by the National Park Service and includes the 1840s Greek Revival home of Elizabeth Cady Stanton, organizer and leader of the women's rights movement; the Wesleyan Chapel, site of the Seneca Falls convention in 1848; Declaration Park with a 100 foot waterfall engraved with the Declaration of Sentiments and the names of the signers of Declaration; and the M'Clintock house, home of MaryAnn and Thomas M'Clintock, site where the Declaration was drafted. Take a virtual tour of the Women's Right National Historical Park in an online visitors center. Specific information regarding park tourism is also provided.

National Register of Historic Places Travel Itinerary: Places Where Women Made History
http://www.cr.nps.gov/nr/travel/pwwmh/

This site leads you to the places where women made history. As part of the commemoration of the 150th anniversary of the first Women's Rights Convention held in Seneca Falls, New York, the National Park Service developed this National Register of Historic Places travel itinerary through New York and Massachusetts. Travel the different steps taken in the journey to women's suffrage without leaving your desk with this historical Web site.

Seneca Falls Historical Society
http://www.welcome.to/sfhs/

The Historical Society's site includes an online tour, information about upcoming events sponsored by the Society, and links to related sites.

The American Experience: Suffrage History
http://www.pbs.org/onewoman/suffrage.html

Visit this site for a detailed history of women's suffrage in America, a brief timeline, and discussion questions for the classroom.

Women and Social Reform Movements in the United States, 1830-1930
http://womhist.binghamton.edu

The History Department at SUNY Binghamton offers this site, which includes information on women strikers, politicians, suffragists, abolitionists, and more through several in-depth projects.

Women Win the Vote: Celebrating the 75th Anniversary of Woman Suffrage, 1920-1995
http://www.inform.umd.edu:8080/EdRes/Topic/WomensStudies/ReadingRoom/History/Vote.html

The University of Maryland and the National Womens History Project provide this site, which includes brief profiles of 75 suffragists, an essay reflecting on the suffrage movement, profiles of "the men behind the women," and information about the strategies suffrage leaders used to gain the vote.

Lucretia Coffin Mott Papers Project
http://www.Mott.pomona.edu/

Pomona College offers this site with biographical information about Lucretia Coffin Mott and information about the Project, which will gather all existing letters to and from this early women's rights leader and will create a database of all existing correspondence. A volume of selected letters from Mott will be published by the University of Illinois Press in 2000.

Sojourner Truth
http://xroads.virginia.edu/~HYPER/TRUTH/cover.html

This site contains a complete electronic version of the Narrative of Sojourner Truth, first published in 1850.

Schoolhouse Rock: Sufferin' 'Til Suffrage
http://genxtvland.simplenet.com/SchoolHouseRock/song.hts?lo+sufferin

People of a certain age will delight in the lyrics and audio files housed on this site. Sing along with the popular '70s Schoolhouse Rock hit describing the fight to pass the 19th Amendment. Great for kids!

Life in 19th Century America

Everyday Life, 1831
http://xroads.virginia.edu/~HYPER/DETOC/every/intro.html

This companion exhibit to Alexis DeTocqueville's Democracy in America provides a picture of everyday American life in the early 19th century, including special sections on housing, domestic life, and clothing.

Lower East Side Tenement Museum
http://www.wnet.org/archive/tenement/index.html

This site includes a VR tour of the museum and information about families living in the tenement in the 1870s, 1910s, and 1930s. An excellent source of information about immigrant family life in urban America.

Women in America, 1820-1842
http://xroads.virginia.edu/~HYPER/DETOC/fem/home.htm

This companion exhibit to Alexis DeTocqueville's Democracy in America includes the accounts of eighteen foreign travelers visiting the U.S. between 1820 and 1842. Their observations of American women are excerpted here and are browseable by author and by subject category.

Library of Congress American Memory: African American Pamphlets, 1818-1907
http://memory.loc.gov/ammem/aap/aaphome.html

This subsite within the Library of Congresses extensive American Memory holdings includes speeches and texts by and for African American women in the 19th century, including addresses given before the National American Woman Suffrage Association and the National Association of Colored Women. Browse by keyword, author, or subject.

Library of Congress American Memory: African American Odyssey, Abolition
http://memory.loc.gov/ammem/aaohtml/exhibit/aopart3.html

To learn more about African Americans' quest for emancipation and full citizenship in the 19th century, visit this site complete with over 240 images, sermons, cartoons, articles, and more.

Women's Organizations, Historical Societies, and Libraries

The National Women's Hall of Fame
http://www.greatwomen.org/

What do Sandra Day O'Connor, Bessie Smith, and Bella Abzug have in common? They're represented among hundreds of other women in the National Women's Hall of Fame. The site includes biographies, educational resources, a history of the women's movement, games and contests, and the opportunity to nominate a woman you know.

National Museum of Women's History
http://www.nmwh.org/

The National Museum of Women's History contains featured exhibits, up to the minute news, and an online store. The museum is a nonpartisan, nonprofit educational institution dedicated to preserving, displaying, interpreting, and celebrating the historic contributions and rich, diverse experiences of women, and restoring this heritage to the cultural mainstream.

The Library Company of Philadelphia
http://www.librarycompany.org

The Library Company of Philadelphia is an independent research library with collections documenting every aspect of the history and background of American culture from the colonial period to the end of the nineteenth century.

Chicago Historical Society
http://www.chicagohs.org/

The Chicago Historical Society is a privately endowed, independent institution devoted to collecting, interpreting, and presenting the rich multicultural history of Chicago, Illinois, as well as selected areas of American history, to the public through exhibitions, programs, research collections, and publications.

Wichita State University Library
http://www.twsu.edu/library/specialcollections/speccoll.html

The Wichita State University Special Collections and Archives official Web site contains images, maps, and selected manuscripts, in addition to information about the library's operating procedures.

Ontario County Historical Society
http://www.ochs.org

For nearly 100 years the Historical Society has been collecting artifacts and archival materials. The society manages a collection of over 100,000 artifacts, ephemera, and archival materials. The site includes information about selected exhibits, including information about Anthony's trial held in the Ontario County courthouse.

Friends Historical Library at Swarthmore College
http://www.swarthmore.edu/Library/friends/

Check out Swarthmore College's Friends Historical Library on the Internet. The library aims to collect all works published by or about Friends as well as unpublished materials related to Quaker history.

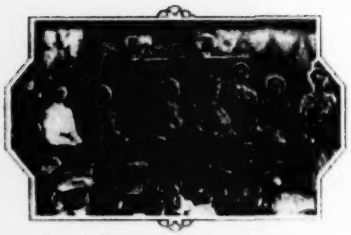
Albany Institute of History & Art
http://www.albanyinstitute.org

Learn about the Hudson River Valley's rich history at the Institute, particularly reform movements that took place in NY state.

New Jersey Women's History
http://scc01.rutgers.edu/njwomenshistory/

This site, housed at Rutgers University, contains an impressive array of images, primary documents, maps, bibliographic information, and more.

Organizations



Woman's Congress

Are you interested in doing more to help organizations that preserve and promote women's history in the U.S.? Contact one of these organizations to find out how you can help.

Women's Rights National Historical Park
136 Fall Street
Seneca Falls, NY 13148
www.nps.gov/wori/wrnhp.htm

Women's Rights National Historical Park, administered by the National Park Service, commemorates the First Women's Rights Convention in Seneca Falls, New York in July 1848. Visitors to this National Park may tour the1840s Greek Revival home of Elizabeth Cady Stanton, organizer and leader of the women's rights movement; the Wesleyan Chapel, site of the convention in 1848; the M'Clintock House, home of MaryAnn and Thomas M'Clintock and the site where the Declaration of Sentiments was drafted. Exhibits in the Park Visitor Center and Declaration Park, with a 100 foot waterfall engraved with the Declaration of Sentiments and the names of its signers, complete the park attractions honoring the event. National Park rangers provide educational and interpretive programs. Take a virtual tour in the online visitor center. Specific information for park visitors is provided.

You may also contact:

Friends of Women's Rights National Park, Inc.
PO Box 145
Seneca Falls, NY 13148

The Elizabeth Cady Stanton Foundation
PO Box 603
Seneca Falls, NY 13148

The Village of Seneca Falls Heritage Area
115 Fall ST.
Box 108
Seneca Falls, NY 13148

The Heritage Area needs help with the redesign of their interactive, interpretive map exhibit depicting development of the Village and the Cayuga-Seneca Canal during the time Elizabeth Cady Stanton lived here and beyond. They are also in need support in order to replace their life-size statue of Elizabeth Cady Stanton.

Seneca Falls Historical Society
55 Cayuga ST.
Seneca Falls, NY 13148
email: sfns@flare.net
www.welcome.to/sfhs/

Founded in 1896, the Seneca Falls Historical Society's mission is to acquire, preserve and present documents and objects that relate to Seneca Falls and Seneca County. As a not-for-profit organization, support is needed for the care and preservation of the Society's extensive archives and photographic collections, which are particularly rich in women's rights history and the Civil War.

Stanton/Anthony Papers
Ann D. Gordon
History Department
Rutgers University
16 Seminary Place
New Brunswick, New Jersey 08901-1108
e-mail: ecssba@rci.rutgers.edu

This documents project, run by historian Ann Gordon, has been ongoing for over twenty years. Its purpose is to gather together all the Stanton and Anthony papers into a microfiche edition (which has been completed) and then to publish edited editions of these papers into a six volume set. An electronic edition of the Stanton/Anthony Papers is available at http://adh.csd.sc.edu. It is called "Travels for Reform: the Early Work of Susan B. Anthony and Elizabeth Cady Stanton."

Susan B. Anthony House
17 Madison St.
Rochester, NY 14608
www.susanbanthonyhouse.org

In 1997, after years of research, the trail of history led Ken Burns to Anthony's home in Western New York where Burns says, "I was ashamed that a site as important in history is in such dire need." Because of that need , Burns agreed to take on the role of National Honorary Chair of the Susan B. Anthony House Campaign. The Campaign will support the repair and restoration of the Anthony house. In preserving the house, Anthony's legacy will also be kept alive.